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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for grade 11 English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS
CURRICULUM GUIDE

ENGLISH III

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1987

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PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum guide is designed to provide a scope and sequence for the teaching of language arts. Its use will enable students to understand and use effective oral and written communication; to think logically, critically and creatively; and to apply these skills in other content areas and in everyday life. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The 9-12 language arts curriculum is divided into areas and strands. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved framework. Terminal objectives can be identified by five or six characters. The first number is the grade level, the first letter is the discipline, the next number is the area, the next letter is the strand, and the final number is the terminal objective number.

Example - the terminal objective number 10E1A2 is translated as follows:

10 = Grade - 10 (Speech and Journalism will use "S" - Secondary)
E = Discipline - English
1 = Area - Reading
A = Strand - Comprehension
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards, (2) the goals of the subject area which state the broad purposes of the subject, grades K-12, and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources. They begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning -- cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching.

Test Correlations: The symbol "@" indicates an objective or activity which relates directly either to the Stanford Achievement Test or to the Tennessee Proficiency Test.

Academic Competencies: Outcomes which appear in Academic Preparation for College and Academic Preparation in English, publications of The College Board, are listed with appropriate instructional objectives.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

1. ENGLISH LANGUAGE ARTS--READING

   A. COMPREHENSION: skills which enable the student to understand written and oral language.

   B. WORD IDENTIFICATION: skills which enable the student to decode the written word.

   C. REFERENCE AND STUDY SKILLS: skills which enable the student to become an independent learner.

   D. LITERATURE: skills which enable the student to appreciate literature for personal growth and enjoyment.

2. ENGLISH LANGUAGE ARTS--WRITING

   E. HANDWRITING: skills which enable the student to communicate legibly.

   F. GRAMMAR/MECHANICS: skills which enable the student to use standard English for effective communication.

   G. SPELLING: skills which enable the student to spell correctly for literate communication.

   H. COMPOSITION: skills which enable to student to organize and communicate thoughts in written form.

3. ENGLISH LANGUAGE ARTS--THINKING AND EXPRESSION

   I. THINKING AND ORGANIZATIONAL SKILLS: skills which enable the student to organize, develop, and utilize critical and creative thinking for problem solving and self-expression.

   J. LISTENING AND VIEWING: skills which enable the student to develop auditory and visual perception.

   K. ORAL COMMUNICATION SKILLS: skills which enable the student to organize and communicate thoughts orally.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences tailored to meet the needs of every student.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. Teachers must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teacher Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including desk--but not limited to--textbooks, to plan lessons which give students maximum opportunities in utilizing all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning is maximized.

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Putnam County
Rhea County
Roane County
Sale[illegible] County
Tullahoma
White County
Wilson County

Judith Morgan, Language Arts Consultant
Tennessee Department of Education

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 11E1A1.00 To understand reading with expression and fluency

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 interpret literature orally.	In reading aloud, students should look for punctuation signals and be aware of pronunciation, inflection, dialect, and the importance of oral interpretation to establish the character. Oral interpretation requires giving careful attention to the author's meaning in order to convey correctly the mood, tone, and theme of the work. Students will be called upon to read aloud in various school, community, social, and religious activities. They should learn to select, prepare, and present readings as well as to listen to and evaluate the readings of others.	comprehending comprehending evaluating	A. Have students choose a brief children's book to read aloud in a small group setting. B. Have students read aloud passages of Edgar Allan Poe's works, especially emphasizing the mood. C. Have students read a play aloud in class, each student taking a different part. Have the class select the best actor/actress in terms of reading with expression to establish his/her character.		

ACADEMIC COMPETENCIES:

-to identify a writer's point of view and tone
-to interpret a writer's meaning
-to vary one's use of spoken language to suit different situations
-to read a literary text analytically
-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 11E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 use word groups to increase vocabulary.	Word groups include words with multiple meanings, synonyms, antonyms, homonyms/homophones (same sound, different spelling and meaning), and homographs/heteronymns (same spelling, different meanings).	demonstrating knowledge	A. Provide students with sentences containing underlined words of multiple meaning. Have students use the dictionary to identify each word by entry number, part of speech, and meaning number.		
		comprehending	B. Have students find synonyms and antonyms for lists of words.		
		demonstrating knowledge	C. Have students research origins of words peculiar to American English.		
		demonstrating knowledge	D. Have students play "Vocabulary Volleyball" with words using the same rules as regular volleyball. The students are divided into two teams. A word is "served" and each team volleys it back and forth with synonyms and antonyms.		

ACADEMIC COMPETENCY:

-to develop and use general and specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 11E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 incorporate reading vocabulary into writing.	Reading vocabulary consists of words learned through new reading selections.	comprehending	A. Have students keep a reading vocabulary notebook of new words.		
		applying	B. At the end of a unit or selection, have students write a summary using words learned in the selection or unit.		

ACADEMIC COMPETENCY:

-to develop and use general and specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 11E1A3.00 To understand written directions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 follow written directions.	Following written directions involves the skill of literal reading (understanding information explicitly stated). Directions are given by using key words which tell how to follow the instruction.	comprehending	A. Provide students with sample pages of tests such as ACT for practice in following directions.		
		comprehending	B. Discuss with students functional directions such as care instructions on labels. Have students find examples.		
		comprehending	C. Provide students with scrambled instructions to be put in logical order.		

ACADEMIC COMPETENCY:

-to understand and to follow customary instructions for academic work

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 11E1A4.00 To understand basic comprehension skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 apply comprehension skills to a variety of written materials.	Comprehension skills include literal, inferential, and critical levels. The literal level of comprehension involves understanding what is directly stated. The inferential level is the level at which the reader understands implied information (for example, the underlying theme). The critical level involves analyzing and evaluating what is read according to external criteria or internal (personal) criteria.	comprehending analyzing comprehending	A. Provide students with a set of paragraphs which summarize a main idea. Have them identify which one best represents the given main idea. B. Have students read a fictional and non-fictional account of an event such as the Civil War and compare and contrast them in a composition. C. Have students respond orally and in written form to questions on a selection which require different levels of comprehension, such as "Who did this? Why did he do this? Do you think he should have?"		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in a written work
-to interpret a writer's meaning
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Word Identification

TERMINAL OBJECTIVE: 11E1B1.00 To understand word identification skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 analyze words to determine meaning.	Word parts and base words are used to analyze word meaning. Most adopted texts contain lists of common roots and affixes. Dictionaries and other resource books may be used to compile appropriate lists.	applying	A. Provide students with a list of suffixes such as -cide (killer), -fy (make), and -itis (inflammation), and have students add common words to make new words.		
		comprehending	B. Provide students with a list of acronyms (NASA, UNICEF, etc.) for discussion. Have students provide other examples.		
		applying	C. Provide students with lists of words to be analyzed by use of base word and affixes.		

ACADEMIC COMPETENCY:

-to define unfamiliar words by decoding, using contextual clues, or by using a dictionary

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 11E1C1.00 To understand the location of reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 use primary sources.	Primary sources are original documents such as wills, birth certificates, etc., or people who have first-hand knowledge of something. Secondary sources are reference works based on primary sources.	demonstrating knowledge	A. Have students find out where primary documents are accessible in their town and state.		
		comprehending	B. Provide students with photocopies of primary documents and have them derive information.		
		synthesizing	C. Have students do a genealogical research project using primary sources. The project does not have to concern a student's own family.		

ACADEMIC COMPETENCIES:

-to gather information from primary and secondary sources
-to locate and use resources external to the classroom

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 11E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 use a variety of materials to obtain information.	Sources of information include both reference works and functional materials. The application of study strategies such as outlining, summarizing, and note taking should be emphasized.	applying	A. Have students use a maximum of five sources to obtain information for a research project.		
		comprehending	B. Using functional materials with headings and subheadings, have students predict what each section is about and read to verify their predictions.		
		applying	C. Have students create a situation, such as deciding what to do after high school, and find three sources of help for the decision. Have students list information which will help in the decision-making process.		
2.02 evaluate sources of information.	Sources of information must provide accurate information written for the right audience and written by someone who is an expert on the subject. Sources should also be up to date	applying	A. Provide students with a checklist of things to look for in a source of information and have them evaluate sources before using them.		
		applying	B. Provide students with a topic and several possible sources. Have them decide which sources are or are not suitable.		

ACADEMIC COMPETENCIES:

-to locate and use resources external to the classroom
-to gather information from primary and secondary sources

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 11E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 develop test preparation skills.	Different kinds of tests requfre different study strategies. Organized study for an exam is much more helpful than any kind of general review. A strategy for test preparation includes the following items:	analyzing	A. Have students choose a particular test for which they must study and plan what to study by asking the following questions: 1) What do I need to know for this exam? 2) What do I already know? 3) How much time do I have to study?		
	1) Survey the study problem (Activity A). 2) Organize the information (Activity B). 3) Work with and learn the information (Activity C). Having students simulate test preparation is a valuable experience. The activities may also be applied in actual situations. Instruction Objectives 11E1C2.03 and 11E1C2.04 are repeated from the tenth grade level. Students at this level should be reinforcing and maintaining test preparation and test taking skills.	analyzing, synthesizing	B. Have students organize the information they need to study by using the following methods: 1) Write important terms on one side of a 3x5 card and the definitions on the other side. 2) Write rules and facts on one side of a 3x5 card and the topic or a related question on the other side. 3) Diagram, map, chart, or graph information to show relationships. 4) Use a question outline or question map to organize study.		

(continued)

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 11E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 develop test preparation skills. (continued)			C. Have students use the following steps to study for a test, alone or with partners. 1) Repeat the same information and ideas in different words. 2) Relate less important ideas to more important ideas. 3) Relate new information to what is already known. 4) Criticize, evaluate, and discuss the material. 5) Present the material as though it is being presented to a younger or less knowledgeable student. 6) Use mental images or draw pictures. 7) Use mnemonics, (memory aiding devices) when possible.		

ACADEMIC COMPETENCY:

-to prepare for various kinds of examinations

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 11E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 develop test taking skills.	Students need to learn to view a test or an exam as an opportunity to communicate what they know and understand about a subject. The following checklist may be used for a self-evaluation. 1) Be physically prepared. 2) Arrive on time with appropriate materials. 3) Survey the test before taking it. 4) Allow more time for questions with a high point value or for questions which are longer or less familiar. 5) Answer easy questions first. 6) Read directions carefully. 7) Be sure to answer all parts of a question. 8) Answer every question unless there is a penalty for guessing. 9) Place a star next to questions which need more thought as a reminder. 10) Keep attention focused. 11) Check over answers. **ACADEMIC COMPETENCY:** **-to prepare for various types of examinations**	applying analyzing synthesizing	A. Provide students with samples of the most common types of test questions for practice. These include short answer, essay, multiple choice, true/false, and problem. B. Have studesnts write short answer test questions based on material being studied. Have them include questions which include "define," "identify," and "list/enumerate." C. Have students answer an essay question using the following techniques: 1) Read the question carefully. 2) Rephrase the question as a topic sentence. 3) Briefly outline an answer. 4) Write the essay. 5) Read over the essay and make any desired changes.		

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 11E1C3.00 To understand organization of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 organize information in a variety of ways.	Information can be organized in outline form or in graphic illustrations such as flow charts, time lines, labeled sketches, graphs, etc. It may be organized according to patterns such as time order, order of importance, or order of preference.	analyzing	A. Have students take notes from a variety of information organized in different ways. Lead them to see that they need to identify the pattern of organization and adjust the organization of notes accordingly.		
		analyzing	B. Have students do a formal outline of an article.		
		synthesizing	C. Have students organize information which they have obtained on a topic into outline form.		
		analyzing	D. Have students read a work of nonfiction, divide the book into its parts and tell why the parts were placed in the order they were.		

ACADEMIC COMPETENCY:

-to organize, select, and relate ideas

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 11E1C4.00 To understand adjustment of reading according to purpose

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 adjust reading rate.	Reading rate varies according to the purpose for reading and the level of difficulty.	analyzing	A. Have students read a short story for entertainment. Emphasize that you will not be asking questions. Have students read another story for information. Lead a class discussion on the contrast between reading rate in the two readings. Ask students to mention other purposes for reading which might affect reading rate.		
		comprehending	B. Present to the class the directions from a detergent box. Give the students limited time to read. Ask questions to let students demonstrate comprehension. Present another paragraph from a science book. Again, limit time and ask questions. Have students compare the two experiences and react.		

ACADEMIC COMPETENCY:

-to vary one's reading speed and method

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 determine the author's philosophy.	The philosophy of an author is the belief system on which that author bases his/her writing. The philosophy of the author may be stated or implied through the actions and events of the literary work. An author's philosophy may be revealed through the use of "irony" (a contrast between what is said and what is actually meant) and "satire" (a technique which ridicules people and their institutions to expose corruption or weakness). Sarcasm and exaggeration are often used to create satire. "Burlesque" uses extreme exaggeration to create satire. "Parody" imitates an author's style or work for comic effect. ACADEMIC COMPETENCIES: -to interpret a writer's meaning -to read critically -to read a literary text analytically -to show interest in and a sense of inquiry about written works	analyzing analyzing analyzing	A. After students read works by early American authors such as William Bradford or Jonathan Edwards, have them write paragraphs explaining the philosophy of each writer. B. After students read works by Hawthorne, divide the students into groups. Have each group develop a statement of Hawthorne's philosophy. Compare results. C. Have students read a satirical passage from contemporary fiction or from a current political columnist and identify the philosophy of the author and the devices used to express it.		

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 recognize universal themes.	Universal themes are those which apply to all men in all times. "Theme" is the main idea of a literary work which may be directly stated or implied.	analyzing	A. Have students compare the treatment of the theme of war in works by authors such as Stephen Crane, Walt Whitman, and Carl Sandburg.		
		analyzing	B. Have students compare the theme of nature found in works such as Bryant's "To a Waterfowl" and Emily Dickinson's "The Clouds are Low, the Sky is Mean."		
		analyzing	C. Have students write the idea of a literary work in one sentence. Then have pairs of students share sentences and decide which is best or if a new sentence should be written. If so, have the pair write a new sentence. Have different pairs share and decide on the best. That foursome should share with another and so on until the entire class agrees on one theme sentence. Have the class discuss whether the theme is a universal one.		

ACADEMIC COMPETENCIES:

-to interpret a writer's meaning
-to read critically
-to read a literary text analytically
-to show interest in and a sense of inquiry about written works

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 analyze elements of literature.	Elements to be included at this level are plot, setting, character, conflict, point of view, tone, and theme.	applying	A. Have students read stories by Bret Harte to identify local color and setting.		
	plot (series of events which leads to the resolution of a conflict), setting (the time, place, and circumstances	analyzing	B. Have students identify tone in works by Mark Twain and compare them.		
	of the events in a work), character (protagonists and antagonists who act and react in relation to the conflict/problem presented in the work), point of view (the position from which the story is told), tone (the attitude of the author toward the subject), and theme (underlying idea).	analyzing	C. Have students in small groups discuss the question of which aspect of setting -- physical, social, or cultural -- a character must react to. In conjunction with stories such as "The Open Boat" or "To Build a Fire," this activity will lead students to the answer "physical."		
		analyzing	D. Have students identify personality characteristics that would cause characters to act or react to conflict (insecurity, stubbornness, temperament). Extend to a discussion on how one's personality traits affect the things which happen in his/her life.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.04 identify mood in writing.	Mood is the emotional overtone of a literary work. Mood is created by the author's choice of setting, imagery, details, and descriptions.	demonstrating knowledge	A. Create a variety of moods by doing such things as lighting a candle and incense, playing soft music, jerking the shade up, playing loud music, slamming a book down, etc. Have students jot down different ways a mood can be created.		
		comprehending	B. Have students identify distinct moods in a poem such as Poe's poem "The Bells."		
		comprehending	C. Have students read several works by Poe and discuss in small groups his predominant mood, giving concrete examples. Compare results.		
		analyzing	D. Have students identify one intense emotion demonstrated in a work and compare similarities and differences between their feelings and the feelings of the characters.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 use scansion in reading poetry.	Scansion involves the rhythmic pattern (such as iambic pentameter) of lines of poetry. Lines are marked in metrical feet, which are a combination of stressed and unstressed syllables.	comprehending	A. Have students analyze lines of the poetry by marking metrical feet.		
		comprehending	B. Have students read aloud brief passages of poetry containing different rhythmic patterns.		
2.02 recognize blank verse.	Blank verse is poetry which is unrhymed iambic pentameter.	comprehending	A. Have students read selections of blank verse and compare with rhyming verse.		
		analyzing	B. Have students compare song lyrics which rhyme to those which do not. What is the effect of each? Which method is easier to set to music and to remember? Which do they prefer? Why?		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 analyze sound devices in literature.	Sound devices include alliteration (the repetition of sounds - "Modern Musical Mania"), onomatopoeia (words which suggest sounds - "clomp, bash, crash, meow"), rhyme and rhythm. They are used to emphasize words or ideas and express tone.	comprehending	A. Have students identify examples of alliteration and tell whether the effect is to emphasize ideas, create rhythm, or contribute to mood.		
		synthesizing	B. Have students write two sentences containing onomatopoeia with the purpose of creating a specific mood.		
		comprehending	C. Have students examine lines containing rhyme and explain how rhyme helps to create rhythm.		
		synthesizing	D. Have students write brief poems using a specified rhyme scheme.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 identify a literary conceit (extended metaphor).	A literary conceit is an extended metaphor such as found in "Housewifery" by Edward Taylor. It compares two subjects in a number of ways. The comparison is not limited to a single line or sentence, but may continue through a paragraph, stanza, or entire work.	comprehending applying	A. Have students identify the use of literary conceit in works being studied. B. Have students create an extended metaphor by writing a comparison of the school to a body, identifying each important part. (The principal is the head . . .).		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.05 recognize the effect of figures of speech.	Figures of speech include simile (comparison using "like" or "as"), metaphor (implied comparison), personification (human qualities given to non-human things or events), and hyperbole (exaggeration used for emphasis or humor).	comprehending	A. Have students react to certain stimuli such as a light switch being flipped on and off, blinds pulled up and down, fingernails raked on a chalkboard, doors being open and closed, and feet shuffling on the floor by writing similes and metaphors.		
		comprehending	B. Divide the class into groups and have each group examine a passage containing effective figures of speech. Have them rewrite the passage, substituting words for the figures of speech which mean the same but do not carry an image. Have them discuss the change in effect.		
		comprehending	C. After Activity B, have students exchange the altered passage with another group. Each group will take the substituted word and change it again, this time to another image-carrying word or phrase. Finally, compare the students' word choices to the original words of the author and lead students to see that the original images are usually the best for the passage.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.06 recognize idiomatic expressions.	An idiomatic expression is one which uses words to communicate ideas that differ from the literal meaning of the words. Examples: "pay through the nose," "off his rocker."	demonstrating knowledge comprehending	A. Have students list as many idiomatic expressions as they can. B. Have students restate the expressions from Activity A into standard English.		

ACADEMIC COMPETENCIES:

-to recognize that English has several levels of usage
-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D3.00 To understand the purposes of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 recognize and react to an author's purpose.	The purpose of a literary work may be to inform, to persuade, to record, to entertain, to inspire, etc.	comprehending	A. Have students read a story such as Mark Twain's "The Story of the Bad Little Boy Who Didn't Come to Grief" and analyze the purposes of the story.		
		applying	B. After an activity such as A, have students write about their reaction to the work. Did the writer achieve his purpose? If not, why not?		
		evaluating	C. Work with an American history teacher to have students analyze the purpose of the U.S. Constitution and to decide whether they believe current court decisions go beyond the purpose of the writers.		

ACADEMIC COMPETENCIES:

-to recognize different purposes and methods of writing
-to separate one's personal opinions and assumptions from a writer's
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D3.00 To understand the purposes of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 recognize Romanticism in literature.	Romantic writers placed value on emotions as opposed to reason. They valued nature over society, and the feelings and experiences of the common person in contrast to "The Age of Reason" and its intellectual overtones. Folk tales, legends, and the supernatural were of interest. The movement reflected the mood and ideals of the people.	comprehending	A. Have students read stories by Washington Irving and compare them to current folk tales and legends. Have students list the elements of Romanticism found in the stories.		
		comprehending	B. Have students identify elements of Romanticism in works of Poe.		
		synthesizing	C. Have students write a local folk tale into a short story in the Romantic style.		
		analyzing	D. Have students research the tastes in art and music during the Romantic era and compare them to the writing of the time.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature
-to show interest in and a sense of inquiry about written works
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D3.00 To understand the purposes of literature.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.03 recognize Realism in literature.	Realism is a truthful imitation of real life which is not sentimental and uses clear, direct language to present everyday events. Naturalism is an extreme form of realism which sees people as having no control over their fates.	analyzing	A. Have students read about the historical events which accompanied the shift from Romanticism to Realism. Have them write a paper or make a chart showing how the new style of writing reflected the changing mood of the people.		
		comprehending	B. Have students identify the elements of realism in works by such authors as Twain.		
		comprehending	C. Have students identify themselves as Romanticist or Realist and give reasons.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature
-to show interest in and a sense of inquiry about written works
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D4.00 To understand factors that influence the reader's reaction to literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 analyze his/her reactions to literary works.	Emotional and physical state, level of understanding, level of interest, maturity, purpose for reading, and author's style are among factors which influence a reader's reaction to literature.	analyzing	A. Have students read a passage written in the "stream of consciousness" style and answer these questions: Was the style of writing an influence on your feelings about the story? Explain. Do you think the style is a realistic approach to telling a story? Why? Is it easy to follow or difficult? Why? Does the author's style have the greatest effect on the reader or are other factors more important? What are they?		
		analyzing	B. Ask students if they had any preconceived opinions about something being read in class. Have them decide if these feelings made them agree or disagree with the writer's opinion and/or bias. Take a poll if the matter being discussed is a controversial local issue or current news event.		
			C. See 11E1D3.01, activity B.		

ACADEMIC COMPETENCIES:

-to separate one's personal opinions and assumptions from a writer's
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D5.00 To understand literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 recognize journals and diaries as a literary genre.	Journals and diaries are personal accounts of events which fall in the category of nonfiction and provide valuable insights into the life and times of the author.	comprehending	A. Have students read selections from Byrd's diary or another appropriate document and discuss what is learned about the times in which the author wrote.		
		demonstrating knowledge	B. Have students discuss diaries and journals as primary documents for research purposes.		
		comprehending	C. Have students find out if there are any old journals or diaries in their families. If so, have them prepare a report on what they learned from reading them.		

ACADEMIC COMPETENCY:

-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D5.00 To understand literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 identify a literary work as an allegory.	An allegory is the literary device of presenting ideas by using symbols. The novel MOBY DICK is a classic example of allergory.	comprehending	A. Have students read portions of works such as MOBY DICK or stories from Hawthorne such as "Young Goodman Brown." Have them list the symbols and what they represent.		
		comprehending	B. Have students read a modern novel such as JONATHAN LIVINGSTON SEAGULL or THE LITTLE PRINCE and list allegorical symbols and their meanings.		
		demonstrating knowledge	C. Have students bring examples of fables, fairy tales, and song lyrics which are allegorical.		

ACADEMIC COMPETENCY:

-to read with understanding a range of literature

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D5.00 To understand literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.03 analyze works of nonfiction.	Works of nonfiction include letters, journals, biographies, autobiographies, speeches, and essays. The elements of nonfiction are point of view, purpose, and organization (chronological, order of importance, etc.). Some works of nonfiction also contain character, setting, and plot.	analyzing	A. Have students identify and compare the patterns of organization in essays, speeches, and biographies. (Essays and speeches are usually organized in order of importance of their components; biographies are usually organized chronologically.)		
		applying	B. Have students analyze works of nonfiction to see how many of the basic elements each contains.		
		evaluating	C. Have students decide why they think character, plot, and setting are not found in some works.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in a written work
-to interpret a writer's meaning
-to read a literary text analytically

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D5.00 To understand literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.04 analyze works of fiction.	Works of fiction include novel, drama, and short story. See Terminal Objective 11E1D2.	evaluating	A. Organize a thematic unit containing various literary genres. At the end of the unit have students decide which genre most effectively conveys the theme.		
		analyzing	B. Have students write a comparison of a novel and short story on the same theme with reference to the elements of literature.		
	ACADEMIC COMPETENCIES: -to identify and comprehend the main and subordinate ideas in a written work -to interpret a writer's meaning -to read a literary text analytically				
5.05 trace literary development in the United States.	The spectrum of American literary development from early journals to contemporary writings should be seen in its entirety. Emphasize different movements such as Romanticism and Realism and their relationships to political, societal, and economic conditions.	analyzing	A. Have students create timelines representing the stages of American literary development.		
		synthesizing	B. Have students complete research projects on various stages of literary development.		
	ACADEMIC COMPETENCY: -to read with understanding a range of literature				

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D6.00 To understand the audience's impact on literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 recognize how societal factors influence literary development.	The historical setting of literature influences the content and style of the work.	analyzing	A. Have students compare the conditions of the times of Thoreau and Emerson with conditions today (industrialization, concern for the environment, interpersonal relationships, etc.). Have them compare contemporary writers' treatment of the same themes.		
		synthesizing	B. Have students research such periods as the "Roaring Twenties," the Great Depression, or the protest movements of the Sixties and relate the content of selected writings of the times to the needs of the audience and the condition of society.		

ACADEMIC COMPETENCY:

-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Reading

GOAL: 11E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 11E1D7.00 To understand the importance of making inferences and drawing conclusions from a literary work

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 7.01 write a character analysis.	A character analysis explores the ideas and actions of a character.	analyzing	A. Have students use characters from works by a single author such as Hawthorne and compare actions, motivations, development, and philosophy.		
		analyzing	B. Have students identify influences in a character's life which caused the development of certain values.		

ACADEMIC COMPETENCIES:

-to summarize ideas in one's own words
-to draw reasonable conclusions
-to read critically
-to oraganize, select, and relate ideas

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Handwriting

TERMINAL OBJECTIVE: 11E2E1.00 To understand the standards of legibility

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate legible handwriting.	Handwriting is a learned behavior and can be improved. When self-evaluation of handwriting ceases, legibility decreases.	demonstrating knowledge	A. Provide models of legible handwriting and give students the opportunity to rewrite their own work more legibly.		
		comprehending	B. Have a handwriting specialist speak to the class about the traits of the writer revealed in handwriting. Follow the presentation with a class discussion or self-analysis project.		
		comprehending	C. Have students research graphology and share their findings with the class.		

ACADEMIC COMPETENCY:

-to accept constructive criticism and to learn from it

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 11E2F1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate correct usage of parts of speech.	The eight parts of speech are to be included. A pre-test to determine student readiness is suggested. The emphasis should be on reviewing parts of speech through a reading or writing assignment. The purpose of knowing parts of speech is to use them correctly and effectively; therefore, all activities should lead to that outcome.	comprehending	A. Provide students with a list of sentences, such as "Each pronoun should agree with their antecedent" or "Spel correckly," which contain the errors the students are to avoid. Discuss and have students correct the sentences.		
		applying	B. After studying contemporary poetry, have students label the grammatical patterns or parts of speech of the first few lines. Use a poem such as "Fog" by Carl Sandburg.		
		applying	C. Have students compose poems similar to the poems in B (using the same order of parts of speech).		

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 11E2F2.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 demonstrate correct sentence structure.	Demonstrating correct sentence structure includes using correct form and punctuation according to purpose (declarative, interrogative, imperative, exclamatory) and including necessary sentence parts (subject, predicate, clause, etc.). Sentence structures include simple, compound, complex, and compound-complex.	applying analyzing synthesizing	A. Provide students with sentences having inverted order and have them locate the true subject. B. Have students rewrite the same sentence in different order or with different patterns and compare the change in effectiveness. C. Have students analyze sentences by purpose and by structure, then have them produce similar sentences of their own.		

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 11E2F2.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 recognize the boundaries of a sentence.	A sentence fragment is an incomplete thought. A run-on sentence is one in which two clauses are joined improperly. A comma splice is the incorrect combining of complete sentences by using a comma.	demonstrating knowledge	A. Have students discriminate between sentences and fragments in a list.		
		applying	B. Provide a series of fragments and/or run-ons for students to correct.		
		evaluating	C. Find examples of fragments or run-ons in literary works or advertisements and discuss with students when and why such errors are acceptable.		
	ACADEMIC COMPETENCY:				
	-to use the conventions of standard written English				

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 11E2F3.00 To understand the elements of style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 demonstrate correct capitalization and punctuation.	The rules of capitalization and punctuation in standard handbooks, dictionaries, or adopted text may be used. Emphasis on instruction at this level should be in reviewing punctuation standards in connection with writing assignments rather than as a separate unit of instruction. A pre-test to determine student readiness is recommended.	applying	A. Have students create brief dramatic skits in dialog, using correct punctuation.		
		applying	B. Have students write business letters demonstrating correct capitalization and punctuation.		
		comprehending	C. Have students keep a personal record of errors for reference during new writing assignments.		
		applying	D. Provide students with a checklist of main capitalization and punctuation weaknesses and have them proofread each other's papers.		

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 11E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize levels of language usage.	Levels of language usage include standard (formal and informal), non-standard, slang, jargon (specialized language), and gobbledygook (overly complicated language).	analyzing	A. Have students compare the English used in wedding ceremonies or legal documents with that in magazines or newspapers and explain the differences.		
		comprehending	B. Have students rewrite a paragraph of gobbledygook into informal English or vice versa. (Example: The curriculum facilitator made writing utensils mandatory for instructional purposes. = The teacher said to bring a pencil to class.)		
		demonstrating knowledge	C. Have students compile lists of jargon from some field in which they are interested (sports, occupations, music, etc.).		
		demonstrating knowledge	D. Have students compile lists of American words borrowed from other languages.		

ACADEMIC COMPETENCIES:

-to recognize that English has several levels of usage
-to recognize that English has many dialects

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 11E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 demonstrate standard usage.	Problems in standard usage frequently involve verb form and agreement, agreement between pronoun and antecedent, and word choice (accept/except, among/between, rise/raise, etc.) Instruction should be given in connection with reading or writing assignments. Pre-tests to determine student readiness are recommended.	demonstrating knowledge applying applying	A. Provide students with exercises in which they must choose the standard form. B. Have students write original sentences which illustrate different word choices such as accept/except. C. Provide students with humorous examples of the results of misunderstandings in usage. A good example is the classic "Who's on first?" routine by Abbott and Costello. Have students create their own humorous examples.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

LANGUAGE ARTS -SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 11E2G1.00 To understand the strategies that improve spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 apply spelling strategies.	Strategies which improve spelling include identifying personal spelling problems, looking for patterns, thinking of words as made up of component parts, learning and applying basic spelling rules, and using the dictionary.	comprehending	A. Have students keep a record of their own spelling errors.		
		applying	B. Have a spelling contest. Dictate a list of difficult words for students to spell using any methods they choose (dictionary, group, etc.)		
		applying	C. Have students choose difficult words from the dictionary and compile "challenge" spelling lists for one another.		
1.02 spell words from selected lists.	Lists should include commonly misspelled words and specialized vocabulary.	synthesizing	A. Have students incorporate words into creative paragraphs or stories.		
		demonstrating knowledge	B. Give pre-tests of word lists, then test only those words misspelled.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage
-to develop and use general and specialized vocabularies

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 11E2G2.00 To understand the importance of spelling correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 illustrate the effects of incorrect spelling.	Correct spelling is necessary to create an impression of competence and to communicate clearly.	applying	A. Have students create humorous word plays using homophones to show the importance of correct spelling. (Example: Set sale on you're coarse. Don't be misled.)		
		applying	B. Have students locate misspelled words in newspaper articles and discuss their effect.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage
-to recognize that English has several levels of usage

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H1.00 To understand sentence patterns

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 use phrases and clauses in writing.	Phrases and clauses are used to add variety to sentences. Participial, gerund, infinitive, and prepositional phrases and noun, adjective, and adverb clauses should be included.	applying	A. Provide a list of emotions (hate, love, greed, envy, fear) and have students list at least two incidents in their lives that they associate with each emotion. Then have each student choose one incident and write several sentences about the situation, using at least two introductory phrases, one introduction and two additional dependent clauses.		
		analyzing	B. Using the sentences composed in A (a personal experience essay), have students in small groups analyze each other's work for vividness in recreating the experience and for including the assigned sentence patterns. Each student should then revise his/her essay to focus the experience and to meet the sentence criteria.		
		applying	C. Provide students with pairs of sentences to combine in a variety of ways.		

ACADEMIC COMPETENCY:

-to vary one's writing style for different readers and purposes

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 develop a topic.	Developing a topic involves narrowing a broad, general topic to a more specific one. "Animals" is a broad topic. "Caring for Pets" is a more specific one.	demonstrating knowledge	A. Have students list as many possible uses as they can for an ordinary object such as a brush.		
		analyzing	B. Have the class brainstorm ideas about a topic of interest. Show how each of these can be a topic itself. Then, using the original topic, "cluster" ideas by having students respond to the topic with other associated words and draw lines to show relationships. Compare the two methods and have students discuss how each method can be useful in developing a topic.		
		comprehending	C. Provide students with a story matrix. The first matrix has possible settings at the top of columns and characters on rows at the left. The second matrix has motivations at the top and character/setting combinations at the left. The result of steps one (first matrix) and two provides the basis for the story.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 arrange sentences in logical order to form paragraphs.	The order of sentences in paragraphs may show sequence (chronological, spatial, order of importance, order of familiarity); cause and effect; comparison; contrast; or other order. The purpose of a paragraph (describing, narrating, explaining, persuading) will influence the choice of organization.	analyzing synthesizing applying	A. Provide students with paragraphs. Have them label the method of organization. B. Provide students with scrambled sentences to put in logical order. Have them label the method of organization. C. Provide students with a topic and have them develop several paragraphs on the same topic using varying methods of organization. Examples: a Presidential campaign, buying a car, choosing what to wear.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to outline and develop them in coherent paragraphs
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H3.00 To understand devices which unify a composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 develop a thesis which states the central idea.	The development of a thesis statement is similar to the writing of a topic sentence. It is a general statement that can be supported with ideas, limits the scope of the composition, captures the reader's attention, and sets the tone of the composition.	comprehending	A. Have students write sentences which state the idea of the topics selected in 11E2H2.01.		
		applying	B. Have students collect ideas which relate to the purpose stated in the thesis statement of A.		
3.02 demonstrate use of unifying elements.	Unifying elements include methods of organizing information (see 11E2H2.02), supporting details, and transitional devices.	comprehending	A. Provide students with examples of compositions and have them identify the unifying devices.		
		applying	B. Give students a list of transitional devices and a set of related paragraphs. Have them use transitional devices to unify the paragraphs.		
		synthesizing	C. Using the statement and ideas from 3.01, have the students arrange the information according to a prescribed method of organization and write a three paragraph composition focusing on unifying elements.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to recognize that writing is a process involving...arranging paragraphs in an appropriate order and building transitions between them

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H4.00 To understand the elements of form and style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 write paragraphs using various forms of discourse.	Forms of discourse at this level include narrative (telling a sequence of events), descriptive, expository (explaining, writing research reports), persuasive (using evidence and logical arguments to convince the reader of an opinion), and analytical/evaluative. See Terminal Objectives 11E2H2, 11E2H3, and 11E2H5 for further activities.	analyzing	A. Provide a model of analytical/evaluative writing for class analysis and discussion. The model should relate to a literary selection the students have read. Have the students list the characteristics they find in this kind of writing.		
		synthesizing	B. After reading a literary selection, have students write a character analysis, using the model provided in A.		
		synthesizing	C. Have students compare/contrast -- in writing -- a literary character with a real-life character.		

ACADEMIC COMPETENCIES

-to vary one's writing style for different readers and purposes
-to state an opinion persuasively

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H5.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 write to develop fluency.	Fluency is the ease with which writers use appropriate language and put their thoughts on paper. Fluency is developed by frequent writing on a variety of topics without the fear of correction or evaluation.	synthesizing	A. Have students bring to class objects that have special importance to them. Have each student explain to a partner why his/her object has importance. After this oral activity, have students explain in writing the object's significance.		
		comprehending	B. Have students write for two minutes, stop, and pass their papers to other students. Each student writes on the paper received for two minutes, then passes it again. After the fourth writing, all papers are collected and passed randomly to students. If any students like the "stories" they receive, they may read those stories aloud.		

ACADEMIC COMPETENCY:

-to write as a way of discovering and clarifying ideas

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H5.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 write for varying audiences.	The diction and rhetoric of writing are influenced by the author's intended audience(s). The author must consider the intended audience and choose topics, vocabulary, purpose, and style appropriate to the audience.	synthesizing	A. After reading a literary selection containing some kind of injustice, have students assume the roles of reporters writing news articles about the incident.		
		synthesizing	B. After reading or viewing a work about an athlete who died young, have students write a letter of condolence to the family of the sports figure and an article for the sports page.		

ACADEMIC COMPETENCY:

-to write appropriately for different occasions, audiences, and purposes

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H5.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.03 write for varying purposes.	Purpose is the underlying guide to the language and style of writing. A writer may write to inform, to explain, to comfort, to record, to persuade, to complain, to entertain, etc.	evaluating	A. After showing a videotape or having students view a news editorial or documentary, have students write letters in response.		
			B. See activities in 11E2H5.02.		
		evaluating	C. After students read a work such as THE ADVENTURES OF HUCKLEBERRY FINN, have them write a letter in defense of the work or a letter against the work to an imaginary school board member who feels the novel is too controversial.		

ACADEMIC COMPETENCY:

-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H5.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.04 develop personal style through creative writing.	Personal style involves word choice, tone, and other factors which reflect the personality of the writer. At this level writing should include, but not be limited to, drama, journal, epitaph, proverb, short story, poetry (free verse, ballad) and parody.	synthesizing	A. Have students keep daily free-writing journals. Using a journal entry which the student selects, he/she will develop the entry into a short story, drama, or poetry.		
		applying	B. Have students create visual responses (slides, posters, mobiles, collages) to illustrate a poem, song, or short story.		
		evaluating	C. Have students write evaluative responses to musical videos, movies, or television shows.		
		synthesizing	D. Have students write parodies of musical videos, movies, television shows or commercials, or literary works.		
		synthesizing	E. After studying the elements of short stories, have students write a short story.		

ACADEMIC COMPETENCIES:

-to write appropriately for different occasions, audiences, and purposes
-to write as a way of discovering and clarifying ideas

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H6.00 To understand functional writing for personal purposes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 demonstrate the ability to write social and business letters.	The appropriate forms for letters, envelopes, and titles of address given in a standard handbook or adopted text should be used.	applying	A. Have students write a letter to a post-secondary school or to the military requesting information or a catalog. Have students address the envelope and mail.		
		analyzing	B. Have students keep folders of different kinds of business letters which come to their home, which they find in newspapers, or which they produce (letter of application, resumé and cover letter, letter of complaint, letter to the editor, etc.) for purposes of comparison.		

ACADEMIC COMPETENCY:

-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H6.00 To understand functional writing for personal purposes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.02 write a resumé.	A resumé is a formal statement of experience, skills, and education which is required by many schools and employers.	analyzing demonstrating knowledge	A. Provide students with sample resumés for analysis and discussion. B. Provide students with a resumé form which identifies the information needed and have them complete the form.		

ACADEMIC COMPETENCIES:

-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H7.00 To understand writing for research and analysis

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 7.01 develop research skills.	Research skills needed include use of note cards, note taking, formation of bibliography, outlining, and use of footnotes. A formal style sheet should be used by all students. Use the style of the adopted text or handbook available to students.	comprehending	A. Have students use information from a variety of sources to produce note cards and bibliography cards. Use a maximum of five sources on a topic selected by the teacher.		
		synthesizing	B. Have students produce an outline and bibliography from the information gathered in A.		
		synthesizing	C. Have students do the activities in A and B based on topics of their own choosing.		

ACADEMIC COMPETENCIES:

-to gather information from primary and secondary sources
-to quote, paraphrase, and summarize accurately
-to locate and use resources external to the classroom

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H7.00 To understand writing for research and analysis

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 7.02 complete a research project.	A research project may involve writing a research paper or preparing a project for oral presentation.	synthesizing	A. Have students write a footnoted paper based on the activities of 7.01.		
		synthesizing	B. Have students prepare an oral presentation to be given live or to be videotaped.		
		synthesizing	C. Work with other teachers in areas such as social studies or science to have students do research projects across the curriculum.		

ACADEMIC COMPETENCIES:

-to gather information from primary and secondary sources
-to quote, paraphrase, and summarize accurately
-to locate and use resources external to the classroom
-to write a report using research
-to cite sources properly

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H8.00 To understand revision and proofreading

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 8.01 proofread for errors in mechanics, usage, and spelling.	A checklist of common errors should be used. The checklist may be based on information from the adopted text, recognized style sheets, or other acceptable sources.	applying	A. During the process of writing research papers, have students proofread each other's papers.		
		applying	B. Have students refer to their personal list of errors while proofreading their own papers.		
		applying	C. Use transparencies of compositions and have a class session of proofreading.		
		applying	D. Allow students to correct their papers before turning in final drafts.		

ACADEMIC COMPETENCIES:

-to improve one's own writing by restructuring, correcting errors, and rewriting
-to recognize that writing is a process involving...revising what has been written

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Writing

GOAL: 11E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 11E2H8.00 To understand revision and proofreading

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 8.02 revise for improvement in written expression.	The revision process involves checking for unity of content and details, organization, word choice, and sentence variety.	applying	A. Have students read each other's and their own papers using a revision checklist.		
		applying	B. Provide students with sample work which needs revision and have them identify problems, make revisions, and compare revisions.		

ACADEMIC COMPETENCIES:

-to improve one's own writing by restructuring, correcting errors, and rewriting
-to recognize that writing is a process involving...revising what has been written

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 11E311.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize relationships.	Skill in recognizing and analyzing relationships, including the relationship of parts to the whole and to each other, can be applied in composition and analysis of literature. The recognition of analogous relationships, both visual and verbal, is integral to this process.	analyzing	A. Provide students with word puzzles based on homonyms, ABC or countdown writing. Example: "Eye no aisle win = I know I'll win." "U R got got got got 10 = You are forgotten."		
		analyzing	B. Have students solve verbal and visual analogies.		
		analyzing	C. Have students solve puzzles which require fitting geometric shapes into different forms.		

ACADEMIC COMPETENCY:

-to recognize and use inductive and deductive reasoning

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 11E3I1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 distinguish denotations and connotations of words.	The denotation of a word is the basic meaning, while the connotation is the emotional overtone the word carries. In order to use words effectively, a writer must know the precise meaning of a word.	applying	A. Have students select from a group of words two words which have the same denotation.		
		comprehending	B. Have students explain the difference between words with similar denotations but different connotations, such as "friend/pal."		
		analyzing	C. Have students identify fallacies of reasoning based on misuse of connotations of words such as "freedom" and "liberty."		
		applying	D. Have students find exact antonyms for given words.		

ACADEMIC COMPETENCY:

-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 11E311.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 identify fallacies in reasoning.	Fallacies in reasoning include single cause (when there are several causes); cause/effect (assuming one event is caused by another because it follows the other); either/or (giving only two alternatives when there are others); circular reasoning (trying to prove something by stating it in other words); overgeneralization (based on insufficient facts); equivocation (taking unfair advantage of multiple meanings of words); and improper appeals to emotion (bandwagon, snob appeal, unreliable testimonial, transfer, and irrelevant personal attacks). Also include false analogy (drawing a false conclusion from an observed similarity).	analyzing	A. Give examples of the fallacies, and provide statements containing a fallacy for students to identify.		
		analyzing	B. Lead students in a discussion of teenage stereotypes, emphasizing false analogies such as "He has long hair so he must be rebellious."		
		analyzing	C. Have students look for examples of fallacies in reasoning in everyday life, particularly in the media.		

ACADEMIC COMPETENCY:

-to recognize fallacies in reasoning

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 11E3I2.00 To understand synthesis of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 assess facts and details.	The learner must determine relevant data and evaluate its worth in order to synthesize it in original ways. In writing assignments, for example, students must decide which facts and details should be used and how they relate to one another. To solve logic problems, students must determine relevant information and the relationship of the facts and details to each other. ACADEMIC COMPETENCIES: -to draw reasonable conclusions -to distinguish between fact and opinion	analyzing evaluating analyzing	A. Have students put themselves in the place of a prominent figure, such as the President, in a particular situation. They should examine known facts, decide what the President should do in the situation, and write a paragraph giving reasons. B. Have students solve logic problems such as "Who is the sister of the son of my grandfather's youngest daughter's niece?" or "Jim, Mary, Linda, and Jeff are two sets of twins. Jeff is a month younger than Jim. Linda is a month older than Mary. Which pair is the younger set of twins?"		

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utiiizing thinking skills and creative expression

STRAND: Thinking and Expression

TERMINAL OBJECTIVE: 11E3I3.00 To understand methods of inquiry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 ask questions to obtain information and make judgments.	Methods of inquiry include the "who? what? and how?" process or the "action/actors/scene/ method/reason" process. Initial questions should be literal, followed by interpretive and critical questions which draw out underlying meanings and help evaluate the information and implications which emerge. See Instructional Objective 11E313.02.	analyzing	A. Have students formulate questions to guide research as they prepare for a research project.		
		analyzing	B. Have students formulate questions to ask a local political figure about a current issue.		
		analyzing	C. Have students formulate questions to be used in a discussion of a literary work.		

ACADEMIC COMPETENCIES:

-to answer and ask questions coherently and concisely
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 11E3I3.00 To understand methods of inquiry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 formulate questions at different levels of thinking.	Questions should involve knowledge, comprehension, application, analysis, synthesis and evaluation. Examples: What are the elements of literature? (knowledge) What are the stages of the plot of the story? (analysis) The ability to ask questions about a reading selection or oral message in order to determine its validity and worth (evaluation) is a critical thinking skill which is vital in every area of communication. Such questions might include: How sure am I that this statement is correct? How reliable is the evidence? What implications is the writer/speaker making? Am I drawing justified inferences from the writer's speaker's statements?	comprehending applying applying	A. Provide students with sample questions for discussion. B. Have students prepare questions at each level based on a work they are studying or on a school event. C. Have students exchange and answer each other's questions orally in discussion groups or individually in writing.		

ACADEMIC COMPETENCIES:

-to answer and ask questions coherently and concisely
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 11E3J1.00 To understand the characteristics of effective listening/viewing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 develop characteristics of effective listening/ viewing.	Emphasis should be placed on how to prepare for a listening/ viewing experience, what to do during the experience, and how to reinforce the speaker. Techniques include, but are not limited to, determining the purpose of the listening experience, getting background information if possible, concentrating, taking notes if appropriate, and interacting with the speaker or the situation.	demonstrating knowledge comprehending applying, evaluating.	A. Generate class discussion and brainstorm ideas on the points listed in the content. Have students create a list of effective techniques. B. Role-play various situations in which poor listening creates problems (doctor/patient; teacher/student; parent/child; employer/job applicant; etc.). C. Without preparing students in advance, give a brief talk which is related to a current topic of study, but which goes beyond what has been covered in class. Afterwards, give a quick quiz. A few days later, give another brief talk on a similar subject. This time prepare the students by telling them to listen for specific information. Again give a quiz. Have the students compare the results of both tests and discuss the advantages of advance preparation and purposeful listening.		

ACADEMIC COMPETENCY:

-to identify and comprehend the main and subordinate ideas in lectures and discussions

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 11E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 listen for the main idea and specific details.	Remembering explicit information involves concentrating on each detail, visualizing each step, repeating instructions to clarify, asking questions about doubtful points, and taking notes when appropriate.	comprehending	A. Have students listen to oral presentations of literary passages and answer specific fact recall questions.		
		evaluating	B. Have students listen to other students' presentations of "how-to" speeches, take notes, and analyze how accurately they followed the instructions and how well the speeches were delivered.		
		comprehending	C. Give each student a length of cord and oral directions (no demonstration) for tying a certain knot. Compare results.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in lectures and discussions
-to recognize and take notes on important points

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 11E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 recognize patterns of organization in oral material.	Oral material may be organized in several ways, including description; narration; cause/ effect; comparison/contrast; definition; list; and sequence. A great deal of practice is necessary for mastery of this skill.	analyzing	A. Give students orally an example of each kind of organization. Then read other selections and have students identify the type of organization.		
		analyzing	B. Show on an overhead or on the board various visual layouts for note taking based on different patterns of organization. Have students take notes on several oral passages which have different patterns of organization.		
		analyzing	C. Share with the class tape recordings of radio and television talks. Have the students discover the patterns which are used most frequently.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in lectures and discussions
-to recognize and take notes on important points

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 11E3J3.00 To understand the role of listening/viewing in processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 distinguish fact from opinion.	Propaganda, persuasive advertising, editorial comments, etc., may not rely wholly on fact. Propaganda devices include many improper appeals to emotion (testimonial, bandwagon, name calling, transfer, repetition, glittering generalities, "card stacking," emotionally charged words).	analyzing	A. Have the class bring in magazine and newspaper advertisements or through-the-mail contest lures. Have the students read them while the listeners try to detect tactics of persuasion.		
		analyzing	B. Have students bring in sports pages from the newspaper and look for "loaded" words in the headlines. What do they try to convey? What do they reveal about the writer?		
		analyzing	C. Read aloud a story, speech, or advertisement which contains "emotion-laden" words. Have students try to detect them and to see the effect they have on the listener and on the speaker's argument.		
	ACADEMIC COMPETENCIES: -to distinguish between fact and opinion -to question inconsistency in logic				

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 11E3I3.00 To understand the role of listening/viewing in processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 draw conclusions and make inferences from orally presented material.	The listener can draw conclusions by asking useful questions about the material and listening for supporting details.	comprehending analyzing	A. Tell students a simple but unfamiliar story and have them guess the ending. B. Read aloud accounts of the same event from two different newspapers. Have students analyze the similarities and differences. One good example would be a sporting event described in the "hometown" paper and in the paper from the other town.		

ACADEMIC COMPETENCIES:

-to draw reasonable conclusions
-to distinguish between fact and opinion
-to be aware of the techniques a speaker is using

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 11E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize the effect of rhythmic patterns.	Rhythmic patterns underscore the author's meaning or intended impression and enhance communication.	comprehending	A. Play a recording of a dialog in English or in a foreign language. Provide students with printed copies and have them mark the intonation patterns.		
		comprehending	B. Read aloud various selections of poetry to demonstrate that stress and pause are part of rhythmic patterns.		
		analyzing	C. Read aloud or play recordings of prose passages. Have students react to the effect of intonation. Good examples are works by Poe, Frost, and Sandburg.		
		analyzing	D. Expose the class to the various elements that affect rhythm and mood and have the students listen for the relationship between them. For example, they might analyze the sounds of selections from poetry in different meters, from poetry in the same meter but designed to be spoken at different rates, or from poetry in which sound combinations have altered the basic rhythm pattern. Speeches are useful for this activity.		

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ACADEMIC COMPETENCIES:

-to interpret a writer's meaning
-to be aware of the techniques a speaker is using

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 11E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 derive word meaning from oral and visual clues.	The context of new words, and oral and visual clues such as tone and gesture, provide help in understanding the words.	comprehending	A. Create an imaginary (oral) story containing new words which appear frequently. Give students a list of the words and have them define the words as they listen to the story.		
		applying	B. Have students in small groups create an imaginary conversation about an ordinary topic, replacing some of the words with nonsense words. Have other students guess what the conversation is about.		

ACADEMIC COMPETENCIES:

-to recognize the intention of a speaker
-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 11E3K1.00 To understand the elements of effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate effective oral communication.	Effective speaking involves nonverbal communication (dress and grooming, eye contact, poise and posture, and gestures and facial expressions); and verbal communication (volume, articulation, pace, pitch, and pauses). Articulation can be improved by giving attention to forming consonants distinctly, carefully saying letter combinations (md, ld, ft, st, pt) without omitting the sound of the last letter, and being careful not to swap consonant sounds ("d" for "t") or drop syllables ("probly" for "probably").	comprehending	A. Have students play a game of charades in which they act out titles of works they have studied. Discuss the importance of gestures.		
		comprehending	B. Have students collect photographs of people speaking and discuss the nonverbal communication represented.		
		analyzing	C. Have students deliver both a brief memorized selection and a reading. Discuss the effect of eye contact in each case.		
		applying, comprehending	D. Have students practice speech exercises to improve articulation. Give them sentences to read and tape - record both before and after the exercises and compare. Some exercises include repeating the words "tickle" and "giggle" rapidly eight times each, stretching the tongue and trying to touch the chin, exaggerating lip movement while saying "We won't weigh for a while," yawning repeatedly and saying "Around the rugged rocks the rabid rabble ran" while opening the mouth as wide as possible.		

ACADEMIC COMPETENCY:

-to present ideas clearly in Standard English

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LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 11E3K1.00 To understand the elements of effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 use visual aids during oral presentations.	Visual aids clarify explanations and directions, emphasize points and enhance communication. Visual aids include charts, graphs, illustrations, objects, films, slides, transparencies, and others.	analyzing	A. Have students discuss the effect visual aids have had in classes or presentations they have experienced.		
		analyzing	B. After activity 11E3J2.01, C, repeat the instructions using a visual demonstration. Compare results.		
		analyzing	C. Have students analyze the use of visual aids by television weathermen.		
		synthesizing	D. Have students present summaries of literary selections using maps, charts, etc.		

ACADEMIC COMPETENCY:

-to present ideas clearly in Standard English
-to vary one's use of spoken language to suit different situations

LANGUAGE ARTS - SECONDARY

COURSE: English III

SUBJECT AREA: Thinking and Expression

GOAL: 11E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 11E3K2.00 To understand the dynamics of personal interaction

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 experience various forms of interaction.	Forms of interaction include, but are not limited to, storytelling, discussion, and interview.	synthesizing	A. Have students relate orally the funniest thing that ever happened to them.		
		applying, evaluating	B. Have students set up a television interview show with the coaches of the school. Have the class as a whole prepare the questions, then choose one person to conduct the interview. Tape the interview to replay in class, and evaluate according to criteria for a good interviewer.		
		analyzing	C. Have students view several different interview programs which use different formats (panel, symposium, dialog, etc.). Have students compare them for effectiveness, similarities, and differences.		

ACADEMIC COMPETENCIES:

-to engage critically and constructively in the exchange of ideas
-to accept constructive criticism and learn from it
-to contribute to classroom discussion
-to present ideas clearly in Standard English

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